

Visually Impaired K–12

Section 44

Visually Impaired K–12

1 Knowledge of developmental growth patterns

1. Identify cultural, familial, and environmental factors that may influence individual development.
2. Identify potential differences in concept development of motor, social, emotional, play, leisure, recreational, vocational, daily living, and communicative skills of students with visual impairments.
3. Identify learning and behavioral characteristics of students with both visual impairments and other exceptionalities.
4. Identify developmental stages for acquisition of visual skills.

2 Knowledge of assessment, evaluation, and diagnostic procedures

1. Apply medical, psychoeducational, and other data obtained through the assessment process to the education of all students with visual impairments.
2. Identify formal and informal assessment procedures appropriate for students with visual impairments at all developmental levels.
3. Identify methods and materials for assessing skills in both core and expanded core curricula.
4. Identify methods and materials used to evaluate the functional vision of students.
5. Identify methods and materials used to select learning media appropriate for students with visual impairments.
6. Interpret assessment results to make recommendations to individuals involved in students' education.

3 Knowledge of the expanded core curriculum

1. Identify the specialized curricular needs of students with visual impairments at all developmental levels.
2. Identify materials and instructional activities to facilitate concept development for students with visual impairments.
3. Identify written communication skills unique to students with visual impairments.
4. Identify social-emotional skills unique to students with visual impairments.

5. Identify skills and behaviors necessary for positive social interactions by students with visual impairments.
6. Identify independent living skills unique to students with visual impairments.
7. Identify basic orientation and mobility skills and concepts.
8. Identify prevocational and career education skills for students with visual impairments.
9. Identify visual efficiency skills needed by students with visual impairments.
10. Identify play, leisure, and recreational activities and appropriate adaptations for students with visual impairments.
11. Identify technology skills unique to students with visual impairments.

4 Knowledge of specialized assistive devices and technology

1. Identify appropriate assistive devices and technology relevant to students with visual impairments.
2. Identify the appropriate application of assistive devices and technology.
3. Identify optical and nonoptical devices used by students with visual impairments.

5 Knowledge of instructional strategies and accommodations

1. Identify instructional strategies for developing compensatory skills (e.g., listening, communicating, organizing, studying, using an abacus, braille reading and writing).
2. Identify instructional strategies for reinforcing basic orientation and mobility skills and concepts.
3. Identify instructional strategies for developing social interaction concepts (e.g., pragmatics, human sexuality, visual impairment, play) unique to students with visual impairments.
4. Identify instructional strategies for developing independent living skills (e.g., working with finances, cooking, personal hygiene, dressing) unique to students with visual impairments.
5. Identify instructional strategies for developing recreation and leisure skills unique to students with visual impairments.
6. Identify instructional strategies for developing career education skills and concepts unique to students with visual impairments.
7. Identify instructional strategies for using assistive devices and technology unique to students with visual impairments.

8. Identify instructional strategies for teaching visual efficiency and use of low-vision devices.
9. Identify instructional strategies for developing self-determination skills unique to students with visual impairments.
10. Identify instructional strategies for facilitating transition at all levels for students with visual impairments.
11. Identify instructional strategies for developing motor skills unique to students with visual impairments.
12. Identify instructional strategies for teaching tactile learning (e.g., tactile perception, object exploration, graphic interpretation).
13. Identify instructional strategies for teaching concept development unique to students with visual impairments.
14. Identify techniques for making accommodations across environments (e.g., school, home, community) for students with visual impairments.
15. Identify instructional strategies for developing the use of other senses for students with visual impairments.

6 Knowledge of collaborative approaches

1. Identify additional personnel, resources, and services available for students with visual impairments.
2. Interpret strategies for collaborating with and providing support to a variety of personnel in the school, home, and community.
3. Identify methods for instructing others in the use of specialized materials and media for students with visual impairments.
4. Identify strategies for working with paraprofessionals who provide services or specialized materials to students with visual impairments.

7 Knowledge of philosophical, historical, and legal foundations

1. Identify legislation that affects students with visual impairments.
2. Identify various societal and cultural attitudes and value systems that affect students with visual impairments and their families.
3. Identify diverse philosophical perspectives related to the implementation of education for the heterogeneous population of students with visual impairments.

4. Identify the roles and responsibilities of teachers of students with visual impairments.
5. Identify historical foundations in the provision of services to students with visual impairments.
6. Identify educational definitions, criteria for eligibility, and placement options for students with visual impairments.
7. Identify strategies for determining service delivery models and the amount of contact time for students with visual impairments.

8 Knowledge of medical aspects of visual impairments

1. Identify behaviors that may indicate a visual impairment.
2. Identify the characteristics and educational implications of specific visual impairments.
3. Interpret eye medical reports and other vision-related diagnostic information.
4. Identify the structures and functions of the visual system.
5. Identify components of various types of eye medical evaluations.

9 Knowledge of exceptional student education

1. Identify characteristics of students with exceptional learning needs.
2. Identify educational implications of additional exceptionalities.
3. Identify methods for monitoring progress of students with exceptional learning needs.
4. Identify the participants required by and the components of an IEP and an IFSP.
5. Identify appropriate, measurable goals and objectives for an IEP.

10 Knowledge of specialized learning and literacy media

1. Apply knowledge of the literary braille code.
2. Apply knowledge of the Nemeth code.
3. Identify methods of producing tactile graphics.
4. Apply knowledge of the abacus.

5. Identify visual, tactile, and auditory literacy tools.
6. Identify sources for the production, purchase, or loan of specialized instructional materials and equipment, including assistive technology.